

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Anna Lawrence Intermediate School

Tucson Unified District  
4850 W. Jeffrey Road, Tucson, AZ 85746-9594

- ☐ Excelling
- ☐ Improving
- ☐ Maintaining Performance
- ☒ Underperforming
- ☐ Extremely Small School

**Principal: Dr. Anna Rivera**

**Schedule: 8:00 AM to 4:30 PM**

**Web Address: [edweb.tusd.k12.az.us/lawrence](http://edweb.tusd.k12.az.us/lawrence)**

**E-mail: [anna.rivera@tusd.k12.az.us](mailto:anna.rivera@tusd.k12.az.us)**

**Grades: 3-5**

**2002 Enrollment: 364**

**Phone: (520) 908-3900**

**Fax: (520) 908-3901**

## ∨ School Overview ∨

### Mission

Children, family, staff and community welcome one another into a safe and positive environment with enthusiasm for learning. Our home-school-community partnership is based on high expectations, builds on strengths and creates meaningful learning through enriched programs. Here everyone is trusted and valued equally. We plant seeds of unity, nurture excellence and develop responsibility.

### Organization and Philosophy

- w 3rd, 4th and 5th Grades
- w Multi-culture Programs Including Yoeme
- w Lang. Programs in English, Spanish
- w Support From Title I Federal Funds

### Instructional Programs

- w Accountability for Results
- w Gifted/Special Education
- w Structured Eng. Immersion/Bilingual Prog
- w DESERT (Science Program)
- w Balanced Literacy Block
- w Math Block
- w Arizona State Museum Partnership
- w Opening Minds Through the Arts (OMA)

### School/Academic Goals

- w To develop curriculum and instruction which builds on students' strengths, interests, background, experiences, language and prior knowledge as evidenced in lesson plans, student-generated work and authentic assessment.
- w To develop curriculum which utilizes multiple resources, such as technology, as evidenced in lesson plans, showcasing and publication of student work, staff development and parent participation.
- w To develop curriculum that incorporates inquiry and encourages collaboration as evidenced by lesson planning and documentation of collaborative activities. This is accomplished by supporting teacher learning in order to enhance student learning.
- w To involve parents and community in educational programs within the school as evidenced by the number of parents involved in courses and programs.

### Enrollment

October 1, 2001 School Year Student Enrollment: 474

Accepting New Students in 2002-03 Under Open Enrollment Law<sup>2</sup>: Yes

Number of Students Attending Under Open Enrollment in 2001-02: 9

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 3 Non-certified Employee(s)  
 5 Teacher(s)  
 5 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Analyze School Safety Issues  
 w Implement School Vision  
 w Approve Action Plans  
 w Strengthen Home/School Partnerships  
 w Build on Students' Strengths  
 w Monitor Budget

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	10.00	Teacher Aide	2.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	8	10	0	0

## ▽ Shared Responsibilities ▽

### School

The administration and staff are committed to ensuring a safe and nurturing environment for students. Students are under the care and supervision of teachers at all times while on campus. Students are taught life skills which are consistent with the profile of the 21st Century graduate. Teachers have high expectations for all students and are guided by the TUSD CORE Curriculum which includes the Arizona Academic Standards. Student progress is measured by AIMS.

### Parents

Parents have the responsibility of ensuring that their child attends school daily. When a child is sick, parents are expected to notify the school. Additionally, parents are expected to provide their child with the school uniform; give students encouragement to succeed based on several criteria including AIMS; complete paperwork for nutrition programs and support homework assignments.

## ▽ Transportation Policy ▽

Buses are for the transportation of students and supervisory personnel on established routes. Parents, teachers and other authorized persons may be permitted to ride school buses when supervising students on scheduled field trips and excursions. School bus transportation is provided for students who live 1 1/2 miles or more from school and handicapped children in connection with any program, class or service. Good behavior is expected and required, and misbehavior is promptly reported.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	5 hrs. 35 min.	<b>Last Day of School:</b>	5/21/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/18/02	12/19/02	3/14/03	5/21/03
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## Additional Calendar/Report Card Information

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## ▽ Resources Available at School Site ▽

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Computer Mini-Lab	W School-based TV Studio
W Music Room	W Garden Project

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### Extracurricular Activities

W Student Council	W Peer Mediators
W Chess Club	W Student Patrols
W Garden Newsletter	W Homework Help
W Parks and Recreation Program	W Band/Orchestra

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### School/Community Resources

W Afterschool Program - Pima County Parks	W Clothing Bank
W Crisis Intervention	W Counseling Services
W Adult Classes	W OASIS Tutors
W Pascua Yaqui Behavior Health Services	

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |                                                                                                                                                                                                                                                          |                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>W Continue the Literacy Block Program to provide a focus and direction for teaching of literacy skills to students in all classes. This is the fourth year. Evidence based on Stanford 9 scores indicate a 10 NCE improvement since April 1999.</p>   | <p>W A partnership with the Arizona State Museum enables teachers to participate in many programs and exhibits. Students utilize the Discovery Studio for inquiry.</p> |
| <p>W Continue the Math Block to provide a focus and direction for teaching of math skills with student progress monitored regularly. This is the second year, and evidence based on Stanford 9 scores indicate a 3 NCE improvement since April 2001.</p> | <p>W 2002-03 marks our first year of implementing the DESERT program in which students and teachers will focus on science lessons.</p>                                 |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.6 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	4.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	9.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona State Museum Partner	1999
Folklorico Dance Group	1999
First Page Literacy Grant	2001
AOL Grant	1999

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>							
<b>Reading</b>	<b>School</b>	<b>151</b>	<b>490</b>	<b>32%</b>	<b>28%</b>	<b>32%</b>	<b>9%</b>
	State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>148</b>	<b>493</b>	<b>33%</b>	<b>22%</b>	<b>43%</b>	<b>1%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>156</b>	<b>465</b>	<b>38%</b>	<b>41%</b>	<b>16%</b>	<b>4%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>141</b>	<b>480</b>	<b>51%</b>	<b>27%</b>	<b>21%</b>	<b>1%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>130</b>	<b>452</b>	<b>52%</b>	<b>29%</b>	<b>18%</b>	<b>1%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>139</b>	<b>436</b>	<b>47%</b>	<b>43%</b>	<b>6%</b>	<b>4%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
3	Reading	67	13	47	100	16	47	62	24	48	66	30	50	89	23	50
	Language	71	16	49	100	20	51	66	30	54	67	28	56	95	27	57
	Mathematics	58	10	46	100	10	49	66	21	52	66	21	54	95	21	56
4	Reading	74	12	53	100	16	54	69	21	54	70	24	55	92	28	55
	Language	75	18	47	100	19	49	69	24	48	71	29	50	93	29	50
	Mathematics	69	12	51	100	14	54	70	17	55	70	24	57	91	24	58
5	Reading	82	19	51	100	13	51	93	14	51	73	22	51	94	20	53
	Language	81	17	42	100	15	44	90	16	45	77	19	45	93	21	47
	Mathematics	69	18	51	100	11	54	88	16	55	77	21	57	93	22	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>71</b>	<b>43</b>
<b>Grades 3-4</b>	<b>76</b>	<b>77</b>
<b>Grades 4-5</b>	<b>72</b>	<b>65</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The on-site, full-time school counselor teaches lessons on conflict resolution, problem solving and making wise decisions. She implements the district's comprehensive curriculum that focuses on teaching management skills to all students. The school also has 130 student patrols and peer mediators who undergo a four-hour training on conflict resolution. These students model the lessons throughout the day. The Pima County Sheriff's department has assigned one DARE officer to mentor.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

3

**School uniforms are required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$3,415	\$1,563,501
Classroom Supplies	\$17	\$8,003
Administration	\$478	\$218,882
Support Services-Students	\$337	\$154,335
Other Support Services and Operations	\$716	\$327,715
Total Expenditures- All Categories 2000-2001	\$4,964	\$2,272,436

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Anna Rivera	(520) 908-3900	3904
<b>Transportation Policy</b>	Ron Stacy	(520) 225-4800	
<b>Community Resources</b>	Stella Soto	(520) 908-3922	
<b>School Nutrition Programs</b>	Melody Hensley	(520) 908-3923	
<b>Parent Organization</b>	Stella Soto	(520) 908-3922	
<b>Student Health/Nurse</b>	Jean Kimber	(520) 908-3917	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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